

Relationships Health Education Policy

Reviewed in: September 2021

Next review: September 2022

St George's CEP School Wrotham Kent



**Ratified by Full Governing Body on
18th November 2021**

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1. Statutory requirements

Statutory Guidance for Relationships Health Education, Relationship and Sex Education (RSE) and Health Education, published by the Department for Education (DfE) in June 2019, outlines what schools need to cover from September 2020.

Many schools, like ourselves, have already been teaching Relationships Health Education through Personal, Social, Health and Citizenship Education (PSHCE) alongside explicit teaching in areas such as Drug Education, Online Safety, British and Christian Values, Science and PE.

Sex Education has not been made compulsory in primary schools though the Department for Education ‘continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.’

At St George’s Church of England Primary School, we teach Relationships Health Education as set out in this policy.

2. Rationale

At St George’s Church of England Primary School, we believe pupils who are emotionally healthy do better at school. Relationships and Health Education, together with *PSHCE* education helps children and young people to flourish and achieve their potential by supporting their wellbeing and tackling issues that can affect their ability to learn, such as anxiety and unhealthy relationships. Children are supported to develop relationships with peers and adults in a variety of situations and PHSCE helps to support their own and others wellbeing and attainment. We strive to help children be happy and successful who will make a meaning contribution to the school and in turn society.

At St George’s CEP, we recognise that Relationships and Health Education is most likely to be successful when aligned with a whole school ethos which is respectful, inclusive and consciously develops the character of its pupils, through the promotion of our school Christian Values.

This policy should be read in conjunction with the Child Protection, PHSCE and Drugs Education policies.

3. Aims

The aims of Relationships Health Education at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies

4. Policy development

This policy has been developed in consultation with staff, children and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to ask questions and make comments about the policy
4. Child consultation – we investigated what exactly children want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

Relationships Health Education is about the emotional, social and cultural development of children, and involves learning about relationships, healthy lifestyles, diversity, personal identity and the growing and changing adolescent body.

Relationships Health Education involves a combination of sharing information, and exploring issues and values.

Relationships Health Education is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Extended School Overview but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, children and staff, taking into account the age, needs and feelings of children.

Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that both boys and girls know how their bodies change during puberty, what menstruation is and how it affects women. We always teach this with due regard for the emotional development of the children.

If children ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online. Children will be encouraged to discuss any unanswered questions at home with parents/carers.

7. Delivery of Relationships Health Education

Relationships Health Education is taught within the personal, social, health and economic (PSHCE) education curriculum. Biological aspects of Relationships Health Education are

taught within the science curriculum, and other aspects are included in the computing and physical education (PE) curriculum.

Relationships Health Education focuses on teaching the fundamental building blocks and characteristics of positive relationships (see appendix 1) including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Preparing boys and girls for the changes that adolescence brings

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

8. Roles and responsibilities

8.1 The governing body

The governing body will approve the Relationships Health Education policy, and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that Relationships Health Education is taught consistently across the school.

8.3 Staff

Staff are responsible for:

- Delivering Relationships Health Education in a sensitive way
- Modelling positive attitudes to Relationships Health Education
- Monitoring progress
- Responding to the needs of individual children

Staff do not have the right to opt out of teaching Relationships Health Education. Staff who have concerns about teaching Relationships Health Education are encouraged to discuss this with the Headteacher.

Class teachers are responsible for teaching Relationships Health Education at St George's Church of England Primary School.

8.4 Confidentiality

Teachers conduct Relationships Health Education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or a disclosure of a safeguarding nature, then the teacher will take the matter seriously and deal with it as a matter of child protection. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the child protection policy. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher. The Head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection Policy)

8.5 Children

Children are expected to engage fully in Relationships Health Education and, when discussing issues related to Relationships Health Education, treat others with respect and sensitivity.

8.6 Parents

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we will:

- Inform parents about the school's Relationships Health Education policy and practice
- Answer any questions that parents may have
- Take seriously any issue that parents raise with teachers or governors about this policy or its arrangements in the school.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships Health Education at St George's CE Primary School as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

10. Training

Staff are trained on the delivery of Relationships Health Education and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationships Health Education where required.

11. Monitoring arrangements

The delivery of Relationships Health Education is monitored by Natasha Brownfield, SLT through a range of methods including planning, learning walks, pupil interviews. Children's development in Relationships Health Education is monitored by class teachers as part of our internal assessment systems. See Appendix 2 for Relationships Health Education expectations at the end of primary school.

This policy will be reviewed by Governing Body annually. At every review, the policy will be approved by the Governing Body.

Appendix 1

Strands of the National Curriculum for Relationships and Health Education

National Curriculum Objective
Families and those who care for us
Caring friendships
Respectful relationships
Online relationships
Being safe
Mental wellbeing
Internet safety and harm
Physical health
Healthy eating
Drugs and alcohol
Health and prevention
First aid
Changing adolescent body

Appendix 2

RSE expectations: primary

Here's what pupils should know by the end of primary school

Families and people who care for me

That families are important for children growing up because they can give love, security and stability

The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives

That others' families, either in school or in the wider world, sometimes look different to their family, but that they should respect those differences and know that other children's families are also characterized by love and care

That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

That marriage represents a formal and legally recognized commitment of two people to each other which is intended to be lifelong

How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

How important friendships are in making us feel happy and secure, and how people choose and make friends

The characteristics of friendships, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties

That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded

That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right

How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to managing these situations and how to seek help or advice from others if needed

Respectful relationships

The importance of respecting others, even when they're very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs

Practical steps they can take in a range of different contexts to improve or support respectful relationships

The conventions of courtesy and manners

The importance of self-respect and how this links to their own happiness

That in school and in the wider world they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority

About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help

What a stereotype is, and how stereotypes can be unfair, negative or destructive

The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships

That people sometimes behave differently online, including by pretending to be someone they're not

That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for other online (even when we're anonymous)

The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met

How information and data is shared and used online

Being safe

What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)

About the concept of privacy and the implications of it for both children and adults (including that it's not always right to keep secrets if they relate to being safe)

That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other contact

How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know

How to recognise and report feelings of being unsafe or feeling bad about any adult

How to ask for advice or help for themselves or others, and to keep trying until they're heard

How to report concerns or abuse, and the vocabulary and confidence needed to do so

Where to get advice (e.g. family, school, other sources)